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LB 305A

SENATOR CUDABACK: Thank you, Senator Hilgert. Senator Tyson, on the motion to indefinitely postpone.

SENATOR TYSON: Thank you, Mr. President. I am back to being my happy, jolly self. Ha-ha-ha. I want to point out just one way for you to save \$425,000. If you will look at the bill there is a performance evaluation pilot program. That happens to be Section 3 of the act, and when we get back to it on Select File I have a motion to strike that section. But here we can save \$425,000. The performance evaluation pilot program shows us how to evaluate the effectiveness of teachers. The World-Herald, bless their little hearts, have done it for us--a 22 percent failure rate; 36 percent failure rate; 28 percent failure rate. Are the children stupid? No. Does it go to the quality of teaching? Well, unless the children are stupid it does. So we now have a pilot evaluation program with very, very high failure rates. Senator Chambers occasionally threatens this body by announcing that he is going to sing. This is not a threat. For each man kills the thing he loves, let each by this be heard, the coward does it with a kiss, the brave man with a sword. That's from the "Ballad of Reading Gaol" by Oscar Wilde. Be brave. Kill this misshapen child of misfortune by supporting the IPP motion. Mr. President, I would give the balance of my time to Senator Chambers. Thank you.

SENATOR CUDABACK: Senator Chambers, you have almost three minutes.

SENATOR CHAMBERS: Thank you, Senator Tyson. Thank you, Mr. President. There is some money set aside in this A bill to carry out what they call this pilot project, and I'm just going to go through the A bill and move to strike each section. The least I can get from this Legislature is some time. I cannot get consideration. I cannot get understanding. It's clear that, as far as this Legislature is, not all children are of equal value. In fact, my Catholic friends would be carrying the torches, the pitchforks and the clubs to drive certain people out of this Legislature if we were talking about black fetuses. They can relate to a black fetus, a black embryo, a black zygote. But when we have a child, fully formed, born into the